Week At A Glance CELL Model

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| Unit: 1 – Grade 2  Week: 5 | Focus Standards:   * **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. * **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. * **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text. | | | | |
| Student Objectives:  Students will describe and participate in activities about Spring and weather.  Students will enjoy and analyze poetry related to the seasons, noting alliteration, rhyme, rhythm, and repetition. | | | | | |
| Terminology:  main idea, paragraph | | | Comprehension Strategy: Imaging – chart Rigby pg 86  Genre Focus: Informational/ Narrative | | |
| Read Aloud | | Shared Reading | Guided Reading | Independent Reading | Word Work/Phonics |
| * Poppleton in Spring \* * How Do You Know it’s Spring? \* | | * [Weather poem](http://www.scrapbook.com/poems/doc/3045/118.html) (http://www.scrapbook.com/poems/doc/3045/118.html) * [The Four Seasons](http://en.wikipedia.org/wiki/The_Four_Seasons_(Vivaldi)) (<http://en.wikipedia.org/wiki/The_Four_Seasons_(Vivaldi)> (scroll down to bottom of article to play the music) * Predicting the Weather bb - Rigby | * Continue teaching The Daily Five * Assess levels for Guided Reading | * set up book boxes * learning to self-select books * conferences | R.F.3.a: Know and apply grade level phonics when decoding words.  Book: **Sequential Phonics: lessons 43-44 (u\_e)**  Word Wall Words |
| Interactive Writing | | Independent Writing | Vocabulary | Assess/Rubrics | Technology |
| Acrostic WEATHER poem | | * What Does an Author Do? \* * What does an Illustrator Do? \* * Work on Vocabulary | * Acrostic * Adverb * Adjective * syllable | Self assessment of behavior  Daily Five Check-in | Video:  Waiting for Wings (NUCenter) |